

THE EFFICACY OF PIE (POINT, ILLUSTRATION, EXPLANATION) STRATEGY IN TEACHING WRITING NARRATIVE TEXT

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ABSTRACT

This research aimed at finding out the students writing ability in term of narrative text through using PIE (point, illustration, explanation) strategy. Pre-experimental method was applied in this research. The research had conducted with treatment, where the class consisted of four meetings. The location of this research was done at the second grade students of one of state junior high schools with 20 students and stand by one class using pre-test and post-test design. The instrument was used written test as pre-test and post-test. In pre-test the students made the material about narrative text that they had read or listened without involving PIE (point, illustration, explanation) strategy. While in the post-test students also made the material about narrative text that they had read or listened which was involved PIE (point, illustration, explanation) strategy. The findings indicated that the application of PIE (point, illustration, explanation) strategy was significant to improve the students' writing ability and it was proved by means score in pre-test was 51.75 and the post-test was 75.25. it means that the means score of post-test is greater then the pre-test, and also there was significant because the result of t-test was 6.94 and t-table was 2.093. It means that was significant because t-table was smaller than t-test. Thus, can be concluded that the use of PIE (Point, Illustration, Explanation) Strategy improved the students' writing achievement.

Keywords: Writing, PIE strategy, efficacy, teaching, narrative

INTRODUCTION

Language is primarily an instrument of communication among human being in a community. Larsen (2015) states that language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surroundings. People realize that without language they cannot interact to each other. Language can become a bridge to connect one another that live in different places and cultures. By using a language one can gain information, knowledge, and express one's feeling, and emotions.

We learn language from the babbling of babies to the language needed in every new situation in our lives. Through language we can learn everything includes the language itself and make sense of the world. As we use language, we develop a relatively unconscious, implicit understanding of how it works. As we hear people use language to talk about what is going on, we can notice that their language changes

along with what they are talking about and to whom they are talking to. Language changes according to different situation (Butt, 1995: 10). The environment of the speakers and writers' effect on their ways in conveying their intents.

Verbal communication constitutes a process of constructing a text, either in spoken or written form. Eggins (1994: 11) argues that the overall purpose of the language can be described as a semantic one, and each we participate in is a record of the meanings that have been made in a particular context. We cannot but into others conversation if we do not know the context in their mind that is realized through their language though we understand the language. Thus, a text is a product of context of situation and context of culture. It means that making a text in different language requires different ways and different rules.

We usually have spoken language first in acquiring either first language or second language. We need an education process to acquire written language in addition to spoken one. Written language also tends to be more complicated than spoken one. Writing in second language is assumed to be more difficult than that in first language. To some extents the writing disabilities are caused by mistakes in vocabulary and grammar. But an understandable and acceptable writing is not only affected by the use of vocabulary and grammar, it also has to be well sequenced, cohesive, coherent and appropriate with its purpose. Writing a given text will have different ways from writing another text. Each kind of text has its own characteristics. We cannot use any structure in different text types. There are many things which have to notice in writing a text in order to be appropriate with its context.

There are some text types taught in high school level. One of them is narrative. Narrative is one of text types we are familiar with. It is very crucial to learn more about narrative, both its generic structures and its language features. Students who are writing within certain genre also need to consider a number of the topics, the conventions and style of the genre, and the context in which the writing will be read, and by whom (Harmer, 2001: 260). If we want the students to write a kind of genre, we have them study real examples to discover facts about construction and specific language use which is common in that genre. Based on the writer observation at a high school, the students had some problems in writing, such as the students did not pay attention for writing activity. Writing in English seemed very difficult for them because it was proved from the result of their writing tasks, most of them got low marks and did many mistakes on their writing especially in writing narrative text. Also, the students had poor background knowledge about English grammar so that they could not construct their idea into good and meaningful sentence.

To solve that problem there are many strategies can be used by the teacher in teaching writing, one of them is PIE (Point, Illustration, Explanation) strategy. This strategy hoped to be appropriate in teaching writing narrative text at the second-grade students. PIE (Point, Illustration, Explanation) strategy is a strategy used when writing a paragraph, an essay, or other texts that describes the relationship between

the point and the proof (Cross, 1998: 44). It means that this strategy is used to keep the ideas of a writer that want to describe as his or her intention. This technique makes the points in the writing can be achieved and the writer is able to elaborate the ideas to write. By paying attention to the points, illustration and explanation, the writing aims will be good.

REVIEW OF LITERATURE

Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation, to make meaning. Writing is the fourth skill in English learning language. It is a process. Oshima and Hogue (1997: 2) state that writing takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a Process, not a “Product”. Writing is a progressive activity. It means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it.

Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbol or an email message.

The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write.

a. To express ideas

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

b. To provide information

It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers’ point of view.

d. To create literary work

It means that a work which is based on one’s point of view (opinion, attitude, and observation) of other matters occurring in one’s environment.

General Concept of Narrative

Narrative is telling a story either spoken or written. It sets out to entertain and amuse listeners or readers. We often make sense of what has happened relating a narrative. Events are events in a story when

they are seen as having a relationship one to another. There are many types of narrative. They are typically imaginary but can be factual or the combination of both. Imaginary narratives include fairy stories, mysteries, science fiction, horror stories, adventure stories, romances, parables, fables and moral tales, myths and legends, historical stories, while autobiography and biography are the examples of factual narrative.

There are some linguistic features of narrative as Derewianka (1990: 42) states as follows:

- 1) Specific, often individual participants with defined identities. Major participants are human or sometimes animals with human characteristics.
- 2) Mainly action verbs (material processes), but also many verbs which refer to what the human participants said, felt or thought (verbal or mental processes).
- 3) Normally past tense.
- 4) Many linking verbs to do with time.
- 5) Dialogue often included, during which the tense may change to the present or future.
- 6) Descriptive language chosen to enhance and develop the story. Can be written in the first person or third person.

Definition of PIE (Points, Illustration, Explanation) Strategy

“PIE” stands for “Point,” “Illustration,” and “Explanation.” It represents ways we talk and write to explain our ideas. PIE makes it easier for readers to understand what you are saying; it helps develop reader-centered prose.

Point

Start the paragraph by introducing the point of the paragraph. This is what the paragraph is about, or what it is trying to prove. The point must relate to the thesis statement. If the point does not relate to or support the thesis statement, then the paragraph most likely doesn’t support the thesis.

Illustration

To illustrate the point, we should use supporting evidence. This section should illustrate and support the point through data, examples, personal experiences, published research findings, quotes, or other factual material.

Explanation

Give the explanation of the previous examples that we used. Comment on quotes – whether we disagree or agree with them, explain statistics (could they possibly be skewed?), and analyze or interpret quotes.

Then, Cross (1998:44) explains that PIE (point, Illustration, Explanation) is a strategy used when writing a paragraph, an essay, or other texts that describes the relationship between the point and the

proof. It means that this strategy is used to keep the ideas of a writer that want to describe as his or her intention.

Procedures of PIE (Point, Illustration, Explanation) Strategy

According to James (2010: 160) explains that there are some steps for using PIE (Point, Illustration, Explanation) Strategy in teaching writing;

Making the points

The points phase is where the writer creates some points to write. Points here mean topic sentence. Clearly explains the purpose of the paragraph and how it supports the thesis statement– what will the paragraph be about. And this should be 1-2 sentences at the beginning of the paragraph.

We can make a point by:

1. Decide what you want to say to support your thesis based on your reaction to the text.
2. Construct an argumentative sentence that has a topic/comment structure and connects to your thesis.

Illustrating the points

The illustration phase is where the writer provides supporting statements for all idea in writing. Illustration consists of expert opinion (from a source), fact or statistic (from a source), hypothetical situation, example or personal experience. And this should be 2-3 illustrations in every paragraph.

To give illustration we can find information by:

1. Paraphrases or short quotes from the readings/research.
2. Personal experiences (anecdotes, stories, examples from your life)
3. Quotes from mass media (newspapers, magazines, television, radio)
4. Quotes from popular culture (song lyrics, movie lines, TV characters, celebrities)
5. Quotes form Statistics (polls, percentages, data)
6. Quoted Definitions (from the dictionary, readings, another sources)

Explaining the points

The explanation is the phase where the writer explains each idea in detail so that the readers understand and can read easily. For every illustration that we have, you need 1-2 sentences explaining how our illustration and our supporting detail support our topic sentence.

According to Cross (1998: 44), PIE (Point, Illustration, Explanation) Strategy benefits the students as automatic process when writing essays, reports, as well as other projects; it is explained that this strategy can be as a good process to follow in order to make the writing to be concept. This strategy helps the students to run their writing in good process of instruction given.

METHOD

In this study the researcher used the experimental method. According to Gay, et.al. (2016) this study belongs to Pre-Experimental Design due to the school condition which only has one class for each level.

The population of this research was the second-grade students of a state school in Makassar. The total number of the population in this research was 180 students. The sampling technique of this research was quota sampling. The sample of this study was one class, all students of the second grade. To know the effectiveness of teaching narrative writing skill by using PIE (Point, Illustration, Explanation) Strategy, the researcher gave written test to the students. The pre-test had been given before the treatment was given. Moreover, the post-test was given after he had given the treatment to the class.

FINDINGS AND DISCUSSION

Students' Score in Pre-Test and Post-Test

The pre-test was conducted to find out the data of the students' ability in writing narrative text before the treatment given. The result of the test showed the students' achievement in writing before the treatment was given. The highest score was 95 and the lowest score was 25. The mean (\bar{X}) was 51.75.

The post-test also was conducted to find out the data of the students' ability in writing narrative text after the treatment given. The result of the test showed the students' achievement in writing after the treatment was given. The highest score was 100 and the lowest score was 50. The mean (\bar{X}) was 75.25. So, the improvement percentage can be seen in this following table:

Table 1: The Improvement Percentage of Pre-Test and Post-Test Score

No.	Variable	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Vocabulary	25.75	42.5	65.04 %
2.	Past tense	26	39	50 %

The table showed that there was an improvement in the amount of 65.04% in students' vocabulary and 50% in students' grammar.

The Rate Percentage of the Students' Score

The rate percentages of the students' pre-test and post-test scores were presented in the following table:

Table 2: The Rate Percentage of Pre-Test and Post-Test Score

No.	Classification	Pre-Test		Post-Test	
		F	%	F	%
1.	Excellent (96-100)	0	0 %	2	10 %
2.	Very Good (86-95)	2	10 %	2	10 %
3.	Good (76-85)	1	5 %	6	30 %
4.	Fairly Good (66-75)	3	15 %	3	15 %
5.	Fair (56-65)	1	5 %	3	15 %

6.	Poor (46-55)	2	10 %	4	20 %
7.	Very Poor (0-45)	11	55 %	0	0 %
Total		20	100 %	20	100 %

The table showed that in the pre-test which was done before treatment, from 20 students, there were 11 students (55%) who belonged to “Very Poor” category, 2 students (10%) belonged to “Poor” category, 1 students (5%) belonged to “Fair” category, 3 students (15%) belonged to “Fairly Good” category, 1 students (5%) belonged to “Good” category, and 2 students (10%) belonged to “Very Good” category.

And in the post-test which was done after the treatment, from 20 students, there were 4 students (20%) belonged to “Poor” category, 3 students (15%) belonged to “Fair” category, 3 students (15%) belonged to “Fairly Good” category, 6 students (30%) belonged to “Good” category, 2 students (10%) belonged to “Very Good” category, and 2 students (10%) belonged to “Excellent” category. Based on the result, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

The Value of *t*-Test

In order to know whether or not the writing ability is difference between the pre-test and the post-test at the level of significance 0.05 with degrees of freedom (df) = N – 1, *t*-test for independent sample was employed.

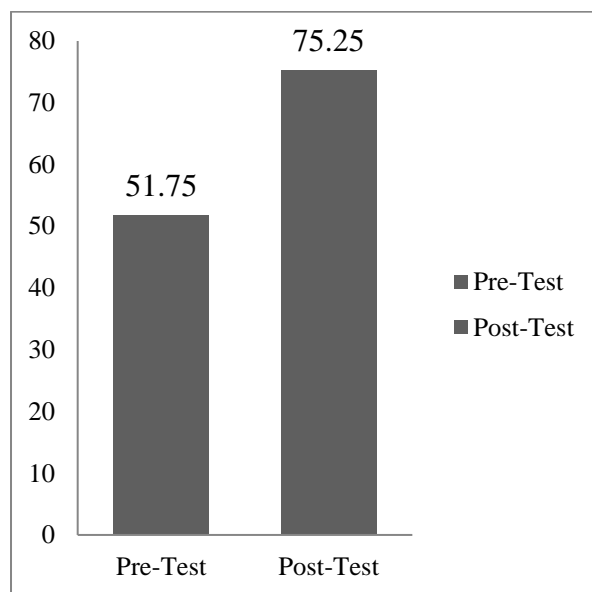
Table 3: *t*-Test of the Students Result

Data	<i>t</i>-Test Score	<i>t</i>-Table	Comparison	Classification
Students’ Writing Skill	6.94	2.093	$t\text{-table} \leq t\text{-test}$ $2.093 \leq 6.94$	Significant

The data showed that the *t*-table value was smaller than *t*-test value. It means that there is significant difference of students’ writing ability between before treatment and after treatment using PIE (Point, Illustration, Explanation) Strategy. Because PIE (Point, Illustration, Explanation) Strategy is effective to improve students’ writing narrative text ability so the null hypothesis (Ho) that stated teaching writing narrative text by using PIE (Point, Illustration, Explanation) Strategy is not effective to improve students’ writing narrative text ability is rejected and alternative hypothesis (Ha) that stated that teaching writing narrative text by using PIE (Point, Illustration, Explanation) Strategy is effective to improve students’ writing narrative text ability is accepted.

The difference showed that after getting the treatment, the students got better writing achievement than before. It can be seen that there was a significant of students’ witing achievement after the using PIE (Point, Illustration, Explanation) Strategy applied in teaching. It also can be concluded that using PIE (Point, Illustration, Explanation) Strategy is effective in teaching writing narrative text.

Chart 4.1: The Mean Score of Pre-Test and Post-Test



The chart showed the significantly different mean score of pre-test and post-test. Before the treatment conducting (pre-test), the mean score was 51.75. After the treatment, the mean score was 75.25. It means that the progress happened after the PIE (Point, Illustration, Explanation) Strategy applied in teaching writing narrative text.

It is relatively fair to state that the use of PIE (Point, Illustration, Explanation) Strategy in teaching writing narrative text at the second-grade students of Junior High School is effective to improve students' writing narrative text ability.

CONCLUSION

Based on the result of the research, the researcher could see that the students got difficulty in writing narrative text caused by the lack of vocabulary. This problem caused of teacher method in teaching writing narrative text, the teacher did not use english as their language in the class and make the students enjoy in writing English narrative text.

Before starting the lessons, the researcher had some preparations which are need in this activity. In pre-teaching activity, the researcher can do some preparations, such as: greet the students, checks the students' attendance, motivates the students by doing brainstorming.

Then, in while activities the students get the writing material, the teacher asks them to comprehend the text well. After that the teacher starts to discuss the topic by applying Point-Illustrations-Explanation (PIE) Strategy together. There are some steps in applying this strategy in teaching and learning process, they are: first is the researcher explains the topic about narrative text, and generic structures. Then,

researcher asks the students to make their points to write narrative text. After that the researcher asks the students to illustrate all information related to the points in detail. Finally the researcher asks the students to explain all the illustration, detail and clearly into the written form.

Post teaching activities, the researcher checks the student understands by giving an evaluation. Then, the researcher concludes the material after that the researcher closes the class.

Based on the result of the data analysis, it is proven that the students' achievement in writing narrative text taught by using PIE (Point, Illustration, Explanation) Strategy is better. The mean score of post-test was greater than the mean score of pre-test. It means that the use of PIE (Point, Illustration, Explanation) Strategy in teaching writing narrative text is quite effective.

Before applying PIE (Point, Illustration, Explanation) Strategy, the researcher gave the pre-test to the students to show students prior ability in writing narrative text. Then, the scores of students' pre-test which was done before treatment showed that most of students were very weak in writing.

Then the researcher did the treatment for four times and applied PIE (Point, Illustration, Explanation) Strategy. The researcher gave the post-test to see how effective the PIE (Point, Illustration, Explanation) Strategy in teaching writing narrative text.

The result of the test showed that the scores of students' post-test was greater than before the treatment was done. It means that PIE (Point, Illustration, Explanation) Strategy is effective in teaching writing narrative text because there was significance difference between pre-test and post-test. And also, it can lead to better attention in learning and stimulate the students to to write English narrative paragraph correctly.

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